

Page All Pages **College Expectations**

8 Responses

1=Lowest & 4=Highest

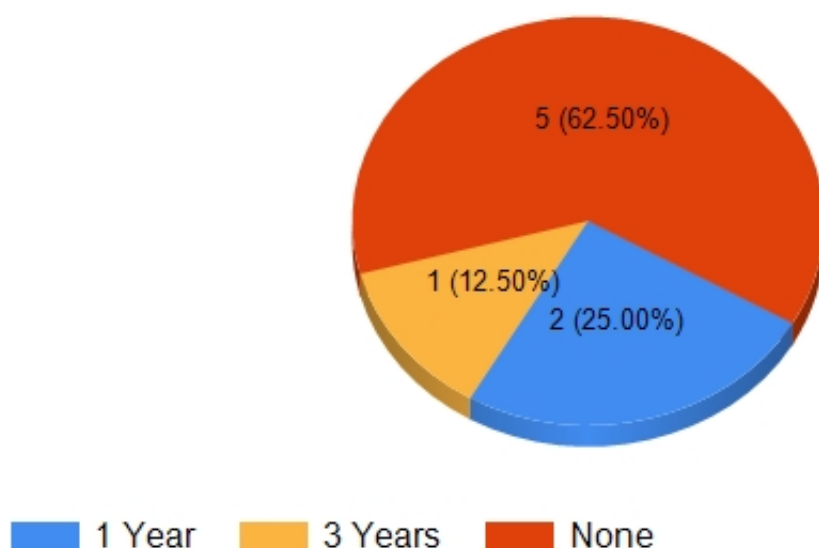
	1	2	3	4
Knowledge: How would you rate your level of understanding and ability to apply the content presented in your program?	0 (0.00%)	0 (0.00%)	2 (25.00%)	6 (75.00%)
Social Justice & Ethic of Care: How would you rate your ability to promote equity?	0 (0.00%)	0 (0.00%)	3 (37.50%)	5 (62.50%)
Collaboration: How would you rate your collaboration skills?	0 (0.00%)	0 (0.00%)	2 (25.00%)	6 (75.00%)
Lifelong Learning: How would you rate your habits as a lifelong learner?	0 (0.00%)	0 (0.00%)	0 (0.00%)	8 (100.00%)
Technology: How would you rate your overall competence in using technology?	0 (0.00%)	0 (0.00%)	4 (50.00%)	4 (50.00%)
Diversity: How would you rate your ability to meet the diverse needs of individuals?	0 (0.00%)	0 (0.00%)	5 (62.50%)	3 (37.50%)
High Standards: How would you rate your consistency in establishing high expectations for	0 (0.00%)	0 (0.00%)	4 (50.00%)	4 (50.00%)

others?

Please select the program in which you were enrolled.
8 Responses

Answer	Count	Percent
--- Child Development	0	0.00%
--- Curriculum & Instruction (M.Ed.)	0	0.00%
--- Early Childhood Education	0	0.00%
--- Educational Leadership (M.A.)	0	0.00%
--- Educational Leadership (M.Ed.)	0	0.00%
--- Educational Specialist (Ed.S.)	0	0.00%
--- Educational Technology (M.A.)	0	0.00%
--- Educational Technology (M.Ed.)	0	0.00%
--- Elementary Education	0	0.00%
--- Mental Health Counseling (M.A.)	8	100.00%
--- Reading (M.Ed.)	0	0.00%
--- School Counseling (M.A. or M.Ed.)	0	0.00%
--- Secondary Biology Education	0	0.00%
--- Secondary Math Education	0	0.00%
--- Secondary Social Science Education	0	0.00%
--- Special Education	0	0.00%
--- Special Education (M.Ed.)	0	0.00%
--- Teacher Immersion Program (TIP)	0	0.00%
Graduate:	0	0.00%
Other / Not Listed	0	0.00%
Undergraduate:	0	0.00%

Please select the answer that best describes your
professional teaching experience since receiving your
degree:
8 Responses



In which academic year did you graduate?

8 Responses

Answer	Count	Percent
Year Ending Spring 2005 or earlier.	0	0.00%
Year Ending Spring 2006	0	0.00%
Year Ending Spring 2007	0	0.00%
Year Ending Spring 2008	2	25.00%
Year Ending Spring 2009	5	62.50%
Year Ending Spring 2010	0	0.00%
Year Ending Spring 2011	1	12.50%
Year Ending Spring 2012	0	0.00%
Year Ending Spring 2013	0	0.00%
Year Ending Spring 2014	0	0.00%
Year Ending Spring 2015	0	0.00%

Based on your work in the Masters Degree in Reading Program:

0 Responses

Very Weak

Weak

Strong

Very Strong

R1. How would you rate your knowledge of teaching literacy appropriate for use in diverse K-12 classrooms?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

R2. How would you rate your ability to use a wide range of literacy instructional practices, approaches, methods and curriculum materials to provide equal access to learning in diverse K-12 settings?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

R3. How would you rate your ability to communicate and collaborate with other literacy professionals and stakeholders to grow professionally and improve literacy education?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

R4. How would you rate your ability to engage in professional development as a career-long effort and accept the responsibility for being a literacy

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

being a literacy professional and leader in diverse K-12 settings?

R5. How would you rate your ability to use technology-based practices and materials to enhance the literacy learning of diverse students in K-12 classrooms?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

R6. How would you rate your ability to create literate environments where individual differences are valued in teaching literacy?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

R7. How would you rate your ability to use a variety of assessment tools and research-based best practices to plan, deliver and evaluate effective literacy instruction that meets national, state, and local standards?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

Please respond to the following questions regarding how well the program met your expectations and needs.

0 Responses

Strongly Disagree

Disagree

Agree

Strongly Agree

1. I have gained an understanding of best practices in teaching reading and language arts K-12.

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

2. I have learned principles and instructional strategies to provide literacy instruction to emergent, novice and transitional readers and writers.

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

3. I have a good knowledge base regarding formal and informal assessments in literacy including

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**screening,
diagnosis and
progress
monitoring.**

**4. I have a good
knowledge base
regarding methods
for teaching
reading including:
phonics, phonemic
awareness,
fluency, vocabulary
and
comprehension.**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**5. I have an good
understanding of
reading and writing
as processes of
constructing
meaning in K-12
classrooms and
feel I am able to
successfully
implement
strategies and
methods in
fostering these
processes with
learning.**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**6. I feel confident
in designing course
content (i.e. unit
planning, lesson
planning, etc), and
curriculum
development
(connecting
courses with
overall
curriculum).**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**7. I have gained an
understanding of
struggling reader
issues (at risk-
students, students
with learning
disabilities and
ESOL learners) and
effective
instructional
strategies.**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**8. I have a good
background in
methods and
instructional
strategies for
integrating reading
and writing into
content area
classrooms.**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**9. I am confident in
choosing &
evaluating**

materials appropriate to students' level of development, reading level and topic selection.

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

10. I have gained new ideas and applications for the use of technology related to teaching language arts and reading.

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

11. I have a basic knowledge regarding experts and respected leaders in the field of teaching reading and/or language arts.

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

12. I have found ways to further my commitment to the profession and to continue to grow professionally as a learner and teacher.

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

Please give us your feedback on the following Yes/No questions.

0 Responses

Yes

No

1. I have gained confidence in my understanding of literacy and my ability to teach reading and language arts.

0
(0.00%)

0
(0.00%)

2. I am more engaged in seeking out new information regarding my teaching through professional reading, internet searching, and/ or by making connections with other professionals at conferences or professional meetings.

0
(0.00%)

0
(0.00%)

3. I am more reflective and as such I make future plans based on experience and professional reading and/or connections.

0
(0.00%)

0
(0.00%)

4. I feel willing and able to take leadership roles in my school.

0
(0.00%)

0
(0.00%)

5. I have taken leadership roles in addressing school-wide literacy initiatives and issues related to literacy in my school.

0
(0.00%)

0
(0.00%)

6. I would recommend the FGCU Reading Master's Degree Program to others.

0
(0.00%)

0
(0.00%)

What are the strengths of the Reading Program? Please describe.
0 Responses

In what areas would you recommend improvement for the Reading Program? Please describe.
0 Responses

Name:
0 Responses

Your Advisor while at FGCU:
0 Responses

Graduation Semester and Year:
0 Responses

Current Full Address:
0 Responses

Home Phone:
0 Responses

Cell Phone:
0 Responses

School Phone:
0 Responses

Email where you can be reached long-term:
0 Responses

Name & city of school in which you currently teach:
0 Responses

Grade and/or Subjects You Teach:
0 Responses

Please complete the following information about your interest in continued professional connections with FGCU.
0 Responses

	Yes	No
I am interested in serving on the M.Ed. in Reading Program Advisory Board .	0 (0.00%)	0 (0.00%)
I am interested in being a guest speaker at FGCU.	0 (0.00%)	0 (0.00%)
I would be interested in co-teaching with a professor at FGCU.	0 (0.00%)	0 (0.00%)
I am interested in applying to be an adjunct instructor at FGCU.	0 (0.00%)	0 (0.00%)
I would be interested in hosting and being a cooperating teacher with an FGCU intern.	0 (0.00%)	0 (0.00%)

C & I Outcome
0 Responses
1=Lowest & 4=Highest

1	2	3	4
How would you rate your			

rate your knowledge of current theory, research, and practices in the field and your competence in applying these to a student-centered learning environment?

0	0	0	0
(0.00%)	(0.00%)	(0.00%)	(0.00%)

How would you rate your opportunity to apply current theory and research based practices in a student-centered learning environment?

0	0	0	0
(0.00%)	(0.00%)	(0.00%)	(0.00%)

Please share comments regarding your responses to the questions above:
0 Responses

C & I Outcome

0 Responses

1=Lowest & 4=Highest

1	2	3	4
---	---	---	---

How would you rate your understanding of how to use research and professional literature to advocate for best instructional practices and equal access to quality learning experiences?

0	0	0	0
(0.00%)	(0.00%)	(0.00%)	(0.00%)

How would you rate your opportunity and persistence in advocating for equitable practices supported by professional literature?

0	0	0	0
(0.00%)	(0.00%)	(0.00%)	(0.00%)

Please share comments regarding your responses to the questions above:
0 Responses

C & I Outcome

0 Responses

1=Lowest & 4=Highest

1	2	3	4
---	---	---	---

How would you

rate your knowledge of professional communication skills to collaborate with education stakeholders in professional settings?

0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
--------------	--------------	--------------	--------------

How would you rate your use of professional communication skills to collaborate with education stakeholders in professional settings?

0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
--------------	--------------	--------------	--------------

Please share comments regarding your responses to the questions above:
0 Responses

C & I Outcome

0 Responses

1=Lowest & 4=Highest

1	2	3	4
---	---	---	---

How would you rate your knowledge of methods needed to analyze curricular needs and develop plans to address them?

0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
--------------	--------------	--------------	--------------

How would you rate your opportunity to analyze curricular needs and develop plans to address them?

0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
--------------	--------------	--------------	--------------

Please share comments regarding your responses to the questions above:
0 Responses

C & I Outcome

0 Responses

1=Lowest & 4=Highest

1	2	3	4
---	---	---	---

How would you rate your ability to use technology to enhance learning and communication?

0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
--------------	--------------	--------------	--------------

How would you rate your actual use of technology to enhance learning and communication?

0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
--------------	--------------	--------------	--------------

Communication

Please share comments regarding your responses to the questions above:

0 Responses

C & I Outcome

0 Responses

1=Lowest & 4=Highest

1

2

3

4

How would you rate your knowledge of how to accommodate the needs of diverse learners?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

How would you rate your effectiveness in accommodating the needs of diverse learners?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

Please share comments regarding your responses to the questions above:

0 Responses

C & I Outcome

0 Responses

1=Lowest & 4=Highest

1

2

3

4

How would you rate the preparation you received in the C & I program regarding the use of subject matter knowledge, principles of inquiry, and the diverse backgrounds of students to plan, facilitate, and assess student learning?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

How would you rate your opportunity to use what you know about the subject matter, principles of inquiry, and the diverse backgrounds of students to plan, facilitate, and assess student learning?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

How would you rate your effectiveness in using subject matter knowledge

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**to plan, facilitate,
and assess student
learning?**

**How would you
rate your
effectiveness in
using principles of
inquiry to plan,
facilitate, and
assess student
learning?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**How would you
rate your
effectiveness in
using the diverse
backgrounds of
students to plan,
facilitate, and
assess student
learning?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**How would you
rate your overall
effectiveness in
planning learning
experiences?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**How would you
rate your overall
effectiveness in
facilitating lessons
for student
learning?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**How would you
rate your overall
effectiveness in
assessing student
learning?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

Please share comments regarding your responses to the questions above:
0 Responses

National Board Professional Teaching Standards

0 Responses

1=Lowest & 4=Highest

1

2

3

4

**How would you
rate your level
commitment to
students and their
learning?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**How would you
rate your
knowledge of the
subjects you teach
and your ability to
facilitate learning
in those subjects?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**How would you
rate your ability to
manage and
monitor student
learning?**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

How would you rate your ability to think systematically about your practices and learn from experiences?

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

How would you rate your ability to work as a member of learning community?

0
(0.00%)

0
(0.00%)

0
(0.00%)







0
(0.00%)

Please share comments regarding your responses to the questions above regarding your ability to apply the five NBPTS propositions:

0 Responses

Name:

6 Responses

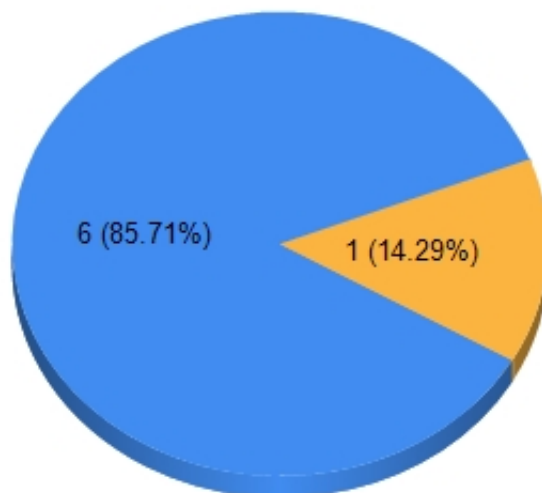
Nancy Dauphinais	
Valarie Olsen	
Alison Peet	
Natalee Davis	
David Llewellyn	
Dina	

Age:

7 Responses

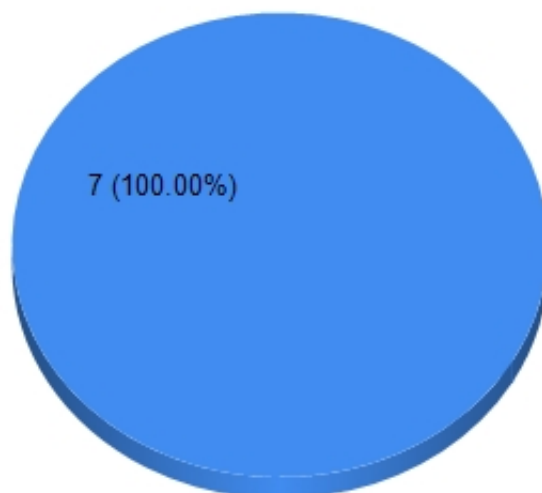
39	
53	
50	
32	
58	
39	
30	

Gender 7 Responses



Female Male

Race/Ethnicity: 7 Responses



White, non-Hispanic

Major concentration:
7 Responses



Community Mental Health Counseling

If you received an MA degree from your department, when was it received?
7 Responses

07/2008	
08/2009	
07/2008	
(12/2009)	
09/2009	
07/2009	
08/2009	

If you received an MED degree from your department, when was it received?
7 Responses

(MM/YYYY)	
(MM/YYYY)	
(MM/YYYY)	
(MM/YYYY)	
(MM/YYYY)	
(MM/YYYY)	
(MM/YYYY)	





If you received a FTCE licence or passed the certification exam, what was the date?
0 Responses

If you received a NBCC licence or passed the certification exam, what was the date?
1 Responses

10/2008	
---------	--






If you received a LMHC licence or passed the certification exam, what was the date?

4 Responses

2/14/2011	
03/2012	
11/1/2011	
3/20/2012	



What professional certifications and/or licenses do you currently hold:

5 Responses

LMHC	
LMHC	
LMHC, CSAT	
LMHC	
LMHC and CAP	







Current Job Title:

7 Responses

Clinical Supervisor	
Clinical Therapist	
Psychotherapist	
Stay-at-home Mom	
Therapist	
Mental Health Therapist	
Substance Abuse Therapist	







Current Employer Name:

6 Responses

David Lawrence Center	
Children's Advocacy Center	
Psychotherapy & Spirituality Institute	
Conscious Care Counseling	
The Florida Center for Early Childhood	
UF&Shands	







Current Employer Address:

6 Responses







6075 Bathey Lane	
3830 Evans Ave. Ft. Myers, FL	
74 Trinity Place, Suite 612, New York, NY 10006	
9470 Corkscrew Palms Cir, #104, Estero, FL 33928	
Sarasota County, Florida	
Longwood, FL	

Primary Clientele:





6 Responses

Adult Chemically Dependent	
children, adolescents, adults	
Adults 18-67	
adolescents/adults - private practice	
children 0-8 and their families	
Adults- impaired professionals	



Primary Job Functions:
6 Responses

Supervise residential program	
Provide therapy for children who have been abused, provide support for non-offending caregivers, case management, conduct group and individual therapy sessions	
Psychotherapy	
counseling/psychotherapy	
individual/dyadic/family therapy	
New IOP program therapist	

What was your initial, post-graduation starting salary (to the nearest thousand):
7 Responses



\$36,000	
\$25,000.00	
\$28,000	
\$40,000	
\$0	
\$36,000	
\$36,000	



What is your current salary (to the nearest thousand):
7 Responses

\$50,000	
\$27,000.00	
\$25,000	
\$0	
\$0	
\$37,000	
\$51,000	

Do you provide professional (e.g., counseling or development) services other than in your primary employment setting (e.g., in a private practice)? If so, please briefly describe your activities in this capacity:

4 Responses

No	
No	

My primary employment setting is private practice	
no	

General Aspects of the Program. For each of the following program components, please rate your view of the importance of the component in your preparation (i.e., its contribution to your development as a counselor)
7 Responses

	Not Applicable	Not at all	Low	Moderate	High
Program's curriculum (i.e., curriculum in general)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (42.86%)	4 (57.14%)
Academic/professional knowledge	0 (0.00%)	0 (0.00%)	1 (14.29%)	1 (14.29%)	5 (71.43%)
Professional skills	0 (0.00%)	0 (0.00%)	1 (14.29%)	2 (28.57%)	4 (57.14%)
Supervised, field-based experiences (i.e., practica or internships) overall	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (14.29%)	6 (85.71%)
Sites available for supervised, field-based experiences	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (42.86%)	4 (57.14%)
Site host supervisors for supervised, field-based experiences	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (28.57%)	5 (71.43%)
On-campus, individual supervisors for supervised, field-based experiences	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (28.57%)	5 (71.43%)
On-campus, group supervisors for supervised field-based experiences	1 (14.29%)	0 (0.00%)	0 (0.00%)	2 (28.57%)	4 (57.14%)
Instructional, classroom (i.e., teaching) effectiveness	0 (0.00%)	0 (0.00%)	1 (14.29%)	2 (28.57%)	4 (57.14%)
The professional competence of the program faculty	0 (0.00%)	0 (0.00%)	1 (14.29%)	1 (14.29%)	5 (71.43%)
The accessibility/availability of the program faculty	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (57.14%)	3 (42.86%)

The academic advisement you received	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (85.71%)	1 (14.29%)
The facilities and resources available for the program(s)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)
In-program, on-campus supervised practice experiences	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (85.71%)	1 (14.29%)
The faculty as mentors to you	0 (0.00%)	0 (0.00%)	1 (14.29%)	2 (28.57%)	4 (57.14%)
In-program student evaluation procedures	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)
The duration (i.e., academic length) of the program(s)	0 (0.00%)	0 (0.00%)	1 (14.29%)	2 (28.57%)	4 (57.14%)
The use of technology in learning process and in counseling work.	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (57.14%)	3 (42.86%)

Knowledge/Skill Areas in the Program(s). For each of the following content and cross content areas please rate the degree to which you feel that you were prepared by your program in terms of being able to counsel and assist your clients achieve appropriate goals.

7 Responses

	Not Applicable	Not At All	Low	Moderate	High
Ethical and legal issues in your profession	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (14.29%)	6 (85.71%)
Theories of counseling (or student development)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (57.14%)	3 (42.86%)
Small group dynamics and counseling	0 (0.00%)	0 (0.00%)	2 (28.57%)	2 (28.57%)	3 (42.86%)
Multicultural counseling	0 (0.00%)	0 (0.00%)	1 (14.29%)	3 (42.86%)	3 (42.86%)
Career and lifestyle counseling	0 (0.00%)	0 (0.00%)	1 (14.29%)	5 (71.43%)	1 (14.29%)
Human growth and development	0 (0.00%)	0 (0.00%)	2 (28.57%)	2 (28.57%)	3 (42.86%)
Professional credentialing	0 (0.00%)	0 (0.00%)	2 (28.57%)	3 (42.86%)	2 (28.57%)
Standardized (i.e., "group) testing	0 (0.00%)	0 (0.00%)	4 (57.14%)	3 (42.86%)	0 (0.00%)

Large group dynamics and counseling	0 (0.00%)	1 (14.29%)	3 (42.86%)	1 (14.29%)	2 (28.57%)
Consultation	2 (28.57%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	0 (0.00%)
Crisis intervention/ counseling	0 (0.00%)	1 (14.29%)	0 (0.00%)	4 (57.14%)	2 (28.57%)
Abnormal psychology	0 (0.00%)	0 (0.00%)	1 (14.29%)	5 (71.43%)	1 (14.29%)
Professional organizations	0 (0.00%)	1 (14.29%)	0 (0.00%)	4 (57.14%)	2 (28.57%)
Program evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)
Counseling persons with special needs	0 (0.00%)	1 (14.29%)	1 (14.29%)	4 (57.14%)	1 (14.29%)
Case planning/ management	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)
Accountability procedures	1 (14.29%)	0 (0.00%)	0 (0.00%)	3 (42.86%)	3 (42.86%)
Family counseling	0 (0.00%)	0 (0.00%)	6 (85.71%)	1 (14.29%)	0 (0.00%)
Theories of personality	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)
Research and statistics	0 (0.00%)	0 (0.00%)	2 (28.57%)	5 (71.43%)	0 (0.00%)
Psychological (i.e., clinical) diagnosis	0 (0.00%)	1 (14.29%)	2 (28.57%)	3 (42.86%)	1 (14.29%)
Classroom Presentations	2 (28.57%)	0 (0.00%)	0 (0.00%)	3 (42.86%)	2 (28.57%)
Facilitating the educational process	2 (28.57%)	0 (0.00%)	0 (0.00%)	3 (42.86%)	2 (28.57%)







Skills Development in the Program(s). Please indicate your personal evaluation of your preparation in each of the following skills areas in your program(s):

7 Responses

	Not Applicable	Not at all	Low	Moderate	High
Individual counseling	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (14.29%)	6 (85.71%)
Small group counseling	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)
Multicultural counseling	0 (0.00%)	0 (0.00%)	1 (14.29%)	3 (42.86%)	3 (42.86%)
Career and lifestyle counseling	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (85.71%)	1 (14.29%)
Large group counseling/ guidance skills	0 (0.00%)	0 (0.00%)	1 (14.29%)	5 (71.43%)	1 (14.29%)
Crisis intervention/ counseling	0 (0.00%)	0 (0.00%)	1 (14.29%)	5 (71.43%)	1 (14.29%)

Assessment	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)
Child and adolescent counseling	1 (14.29%)	0 (0.00%)	2 (28.57%)	3 (42.86%)	1 (14.29%)
Consultation	1 (14.29%)	0 (0.00%)	3 (42.86%)	3 (42.86%)	0 (0.00%)
Clinical (psycho)diagnosis	0 (0.00%)	0 (0.00%)	1 (14.29%)	5 (71.43%)	1 (14.29%)
Family counseling	0 (0.00%)	0 (0.00%)	5 (71.43%)	1 (14.29%)	1 (14.29%)
Case planning/ management	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)
Couples/ marriage counseling	0 (0.00%)	2 (28.57%)	3 (42.86%)	1 (14.29%)	1 (14.29%)
Counseling persons with special needs	0 (0.00%)	1 (14.29%)	1 (14.29%)	3 (42.86%)	2 (28.57%)
Abnormal psychology	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)
Professional organizations	1 (14.29%)	0 (0.00%)	0 (0.00%)	3 (42.86%)	3 (42.86%)
Program evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)
Counseling persons with special needs	0 (0.00%)	1 (14.29%)	1 (14.29%)	3 (42.86%)	2 (28.57%)
Accountability procedures	0 (0.00%)	1 (14.29%)	0 (0.00%)	3 (42.86%)	3 (42.86%)
Family counseling	0 (0.00%)	0 (0.00%)	5 (71.43%)	1 (14.29%)	1 (14.29%)
Theories of personality	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)
Research and statistics	0 (0.00%)	0 (0.00%)	1 (14.29%)	6 (85.71%)	0 (0.00%)
Psychological (i.e., clinical) diagnosis	0 (0.00%)	0 (0.00%)	1 (14.29%)	5 (71.43%)	1 (14.29%)
Classroom Presentations	2 (28.57%)	0 (0.00%)	1 (14.29%)	1 (14.29%)	3 (42.86%)
Facilitating the educational process	2 (28.57%)	0 (0.00%)	0 (0.00%)	2 (28.57%)	3 (42.86%)

What were the major strengths of the preparation program(s) from which you graduated?
7 Responses

Practicum/Internships Evening classes	
having internship opportunities during the program, small group supervisions, small class sizes	
Brilliant faculty Internship sites CACREP accreditation	
Various topics (curriculum) and various internship expereinces	
theoretical foundations; ethics; multicultural competence; general counseling skills; fundamentals of assessment;	
small classes, lots of opportunities to work on group projects, professors' availability for assistance when needed	
The commitment of my professors to my development; Dr. Isaacs, Dr. Finn and Dr. Sabella.	

In addition, practicum and internship classes, listening to peers tapes, supervising new interns in the program and group projects expected of us.

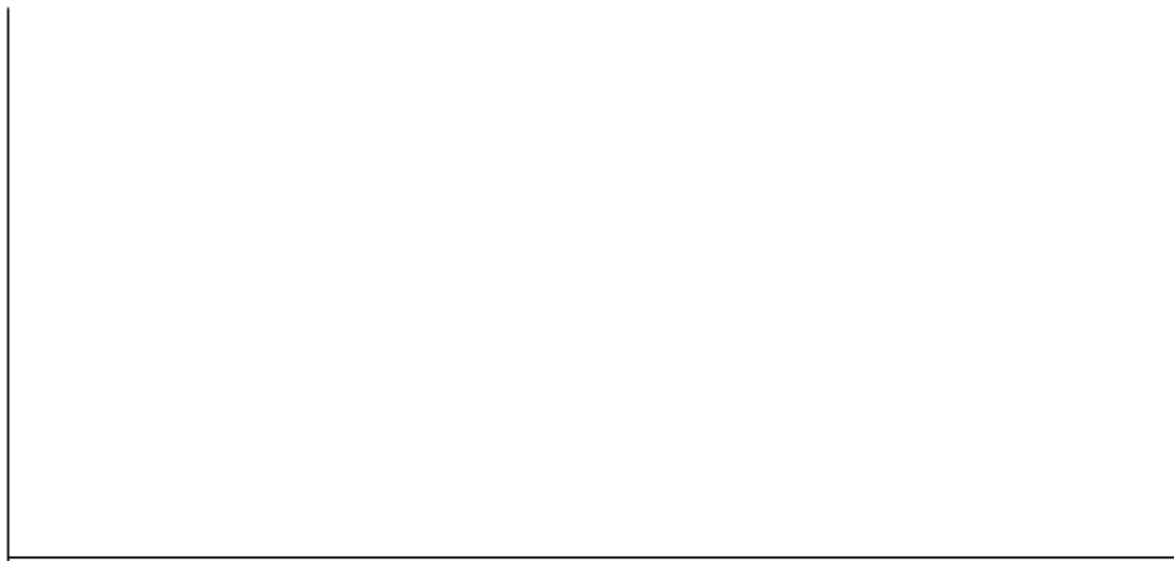


In what ways could the preparation program(s) from which you graduated have been improved?
7 Responses

Have a greater number of faculty members to increase diversity of teaching methods/knowledge imparted	
More preparation for diagnosing, options to take speciality areas of counseling	
1. Have an accelerated option - 2 years instead of 3. 2. Have 2 semesters of Counseling Theories to go more in-depth with each theory. 3. Have more specific coursework for couples/marriage/family counseling. 4. Better preparation for diagnosis. After graduating I ended up auditing the diagnosis course in the Social Work program so I could get more knowledge and experience in this area in order to feel more confident about passing the licensing exam.	
Encourage the students to share experiences and knowledge much more. We may benefit from hearing from classmates/colleagues as opposed to listening, too often, to lectures and reading from the assigned textbooks. It was fascinating to learn that most of the professors in the counseling program were/are lacking the most important skill in counseling: listening. It's unfortunate that we did not have the experience that many other universities provide. Counseling is really about hearing someone else, having a genuine concern for him/her, and about creating a safe environment for him/her so he/she is both willing and encouraged to explore underlying issues. The professors teaching us were not able to model this, nor were they welcoming much feedback and knowledge from their graduate students. I can read the textbooks myself and I'm sure I can create my own powerpoints and lecture a class. However, I cannot mimic the rare and unique experience one gains from being in a classroom where we are feeling free to speak, share, cry, and educate each other. This is what counseling is about. This, however, is not what we received (with the exception of one professor). It's truly a shame. I don't/won't recommend FGCU's counseling program to anyone.	
More in-depth focus on: diagnostic process; marriage/family counseling; practice management; child/adolescent counseling; consultation;	
adding specialties/certificates for students wanting more concentration in an area (e.g., substance abuse; play therapy)	
More time on counseling couples and families; allowing a concentration for example, substance abuse.	

Do you currently have an administrative position?

0 Responses



What is your position?

0 Responses

How well did the FGCU program in Educational Leadership prepare you for each of the following?

0 Responses

	Not Applicable	Not at all	Low	Moderate	High
Achieving results on the school's student learning goals.	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Demonstrating that student learning is your top priority through leadership actions described throughout the Florida Principal Leadership Standards.	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

**learning needs
and assessments.**

**Recruiting,
retaining and**

**developing an
effective and
diverse faculty
and staff.**

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

0
(0.00%)

**Structuring and
monitoring a
school learning
environment that
improves learning
for all of Florida's
diverse student
population.**

0
(0.00%)

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(0.00%)

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(0.00%)

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(0.00%)

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(0.00%)

**Employing and
monitoring a
decision making
process that is
based on vision,
mission and
improvement
priorities using
facts and data.**

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(0.00%)

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(0.00%)

**Actively
cultivating,
supporting, and
developing other
leaders within the
organization.**

0
(0.00%)

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(0.00%)

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(0.00%)

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0
(0.00%)

**Managing the
organization,
operations, and
facilities in ways
that maximize the
use of resources
to promote a safe,
efficient, legal,
and effective
learning
environment.**

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**Practicing two-
way
communications
and using
appropriate oral,
written, and
electronic
communication
and collaboration
skills to
accomplish school
and system goals
by building and
maintaining
relationships with
students, faculty,
parents, and
community.**

0
(0.00%)

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0
(0.00%)

0
(0.00%)

Adhering to

Understanding school laws, the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida.

0	0	0	0	0
(0.00%)	(0.00%)	(0.00%)	(0.00%)	(0.00%)

Demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader.

0	0	0	0	0
(0.00%)	(0.00%)	(0.00%)	(0.00%)	(0.00%)

Thank you for your valuable feedback.